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ABSTRACT

In order to evaluate the changes in parent and student attitudes toward the various components of the Early Childhood Education (ECE) program, the paraprofessional home visitors were asked to complete a ten item questionnaire based on their observations of the family's reactions to each of three components (TV program, home visit, and mobile classroom). The questionnaire was completed on a weekly basis for a sample of approximately 80 families normally visited by the paraprofessionals. Graphical analysis of the weekly changes in attitude of parents and children showed a similar pattern for individuals exposed to the mobile facility and those who were only visited by the paraprofessional. Although attitude toward the program remained at a highly positive level throughout the year, it decreased slightly in late October, early January, and late February. Both parents' and children's attitudes followed this same pattern, although the parents were consistently more enthusiastic about the program. A summary of AEL Early Child Education program is available as PS 004 889. (AJ)

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RESULTS OF PARENT AND STUDENT REACTION QUESTIONNAIRE

Technical Report No. 8

Division of Research and Evaluation
Appalachia Educational Laboratory
Charleston, West Virginia

January, 1971

RESULTS OF PARENT AND STUDENT REACTION QUESTIONNAIRE*

In order to evaluate the changes in parent and student attitudes toward the various components of the ECE program, the paraprofessional home visitors were asked to complete a ten-item questionnaire based on their observations of the family's reactions to each of these components.

Specifically, the questionnaire consisted of ratings of attitude based on a five-point scale for each area measured, as well as questions pertaining to the overall quality of television reception. A copy of the instrument is included as ATTACHMENT 8-1.

The questionnaire was completed on a weekly basis for a sample of approximately 80 families normally visited by the paraprofessionals. Each questionnaire took about ten minutes to complete, and usually was filled out immediately after the visit.

It was expected that the home visitors would introduce a bias in the ratings because of their involvement in the program, but it was also hypothesized that this bias would be a constant factor throughout all the ratings. For this reason, the changes of the ratings over time would still be indicative of actual attitude changes toward the program when compared to an overall mean score.

The results of each weekly questionnaire are depicted graphically in FIGURES 8-1 and 8-2, with separate indicators of the means of those questions pertaining to either the parent or the student. Of the total of ten questions, four pertained to the child's attitude, five to the parent, and one to program

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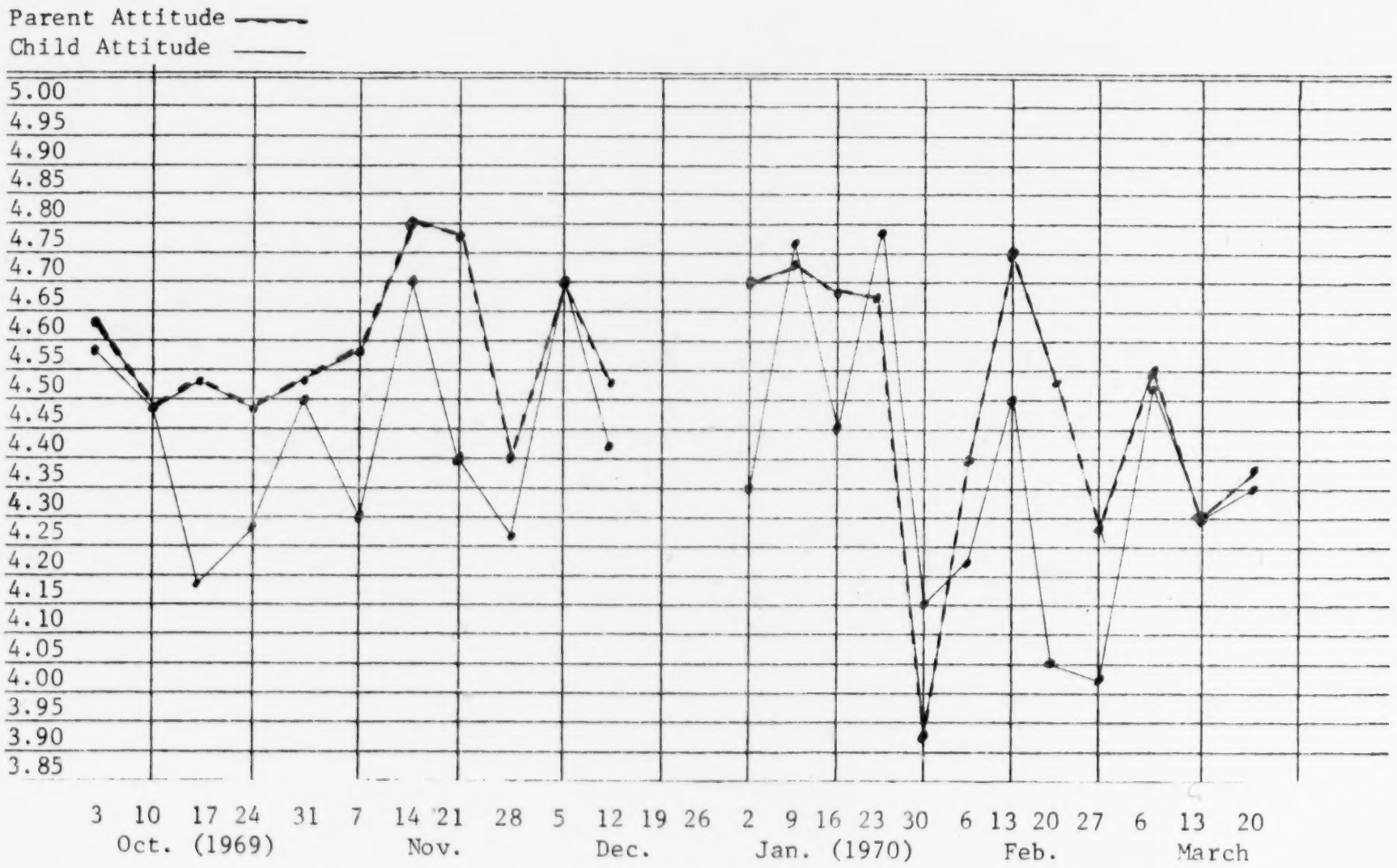
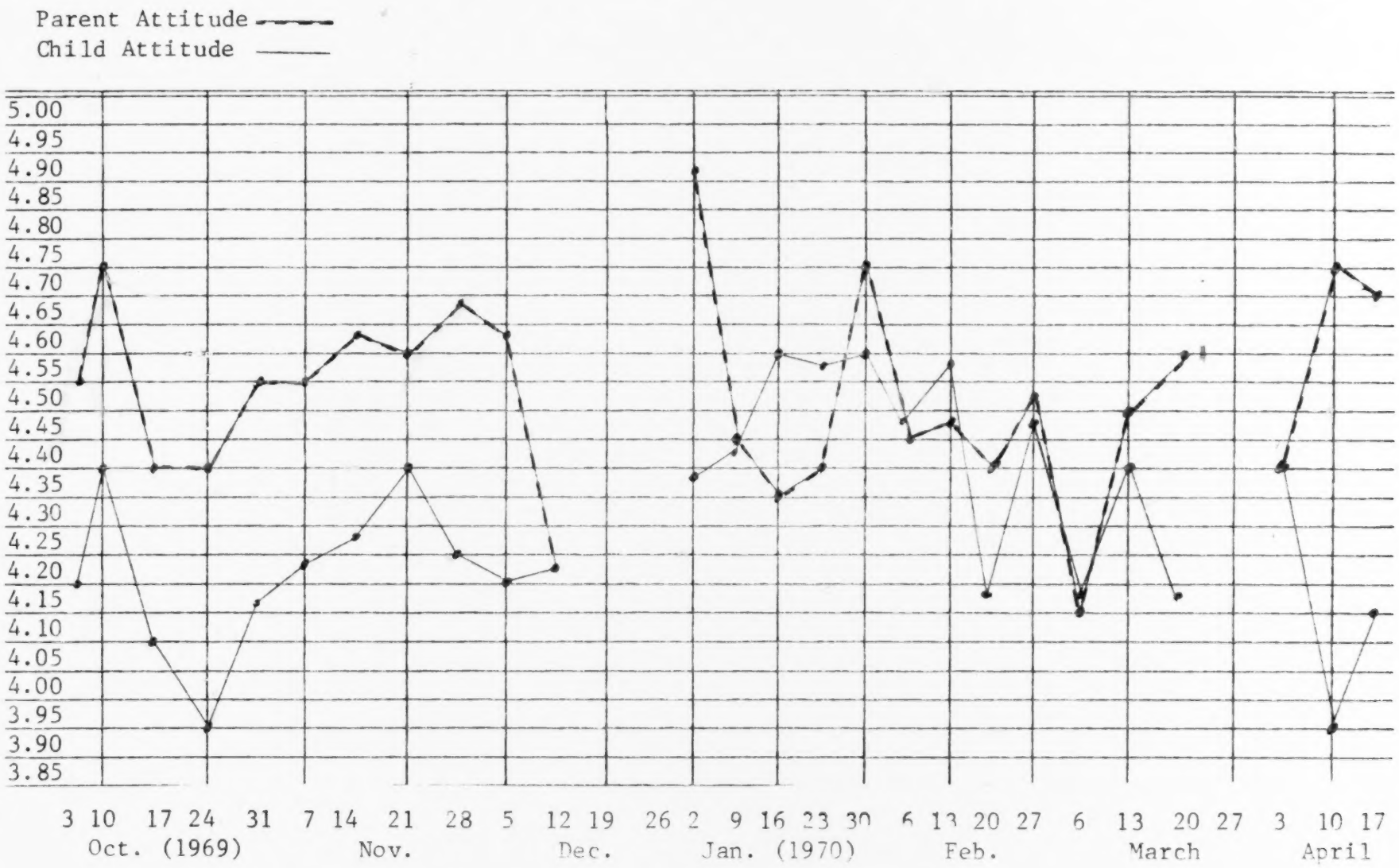
*This report was prepared by Mr. Brainard Hines, Measurement and Evaluation Specialist.



The values in the above figures have been transposed, so that more positive values lie at the top of the graph.

FIGURE 8-1

MEAN ATTITUDE SCORES FOR PACKAGE GROUP (N=APPROX. 40)



The values in the above figures have been transposed, so that more positive values lie at the top of the graph.

FIGURE 8-2

MEAN ATTITUDE SCORES FOR TV-HV GROUPS (N=APPROX. 40)

reception. As was expected the responses were clustered in the positive end of the attitude scale in almost every case. The single exception was the question pertaining to the program changes from the previous week, which was consistently rated in a slightly unfavorable direction.

Graphical analysis of the mean score for all questions pertaining to the parent's and child's attitude showed the same overall pattern of change from week to week. Questions 1, 3, 4, 6, and 9 pertained to the parent's attitude and questions 2, 5, 7, and 8 were considered indicators of attitude changes in the children. In both cases, attitude is highly positive at the beginning of the program year and decreases slightly in late October, early January, and late February, and returns to a more positive direction at the end of the program year. Overall, the parents were more enthusiastic about the program than the children, but also showed less variability in their reactions than did the children. Families who were visited by the mobile facility (Package) showed essentially the same pattern of change as those who received only the television program and home visitor (TV-HV).

The similarity between the pattern of responses for the TV-home visitor and Package groups, despite ratings by different home visitors, provided cross validation for the actual changes taking place.

In summary, graphical analysis was made of the weekly changes in attitude of parents and children involved in the ECF program as recorded by the paraprofessional home visitor. These changes showed a similar pattern for individuals exposed to the mobile facility and those who were only visited by the paraprofessional. Although attitude toward the program remained at a highly positive level throughout the year, it decreased slightly in late October, early January, and late February. Both parent's and children's attitudes followed this same pattern, although the parents were consistently more enthusiastic about the program.

ATTACHMENT 8-1

Draft: Evaluation Checklist for Home Visitor

Appalachia Educational Laboratory, Inc.

EARLY CHILDHOOD EDUCATION

NAME OF CHILD _____

ADDRESS _____

DATE _____ TIME _____

Package _____ TV + Visit _____ 3 yr. old _____ 4 yr. old _____ 5 yr. old _____

HOME VISITOR _____

I. What was attitude of parent toward visit and ECE Program? 1: 2: 3: 4: 5:

II. How does parent feel about the attitude of the child toward the lesson? 1: 2: 3: 4: 5:

III. What was attitude of parent toward TV lesson? 1: 2: 3: 4: 5:

IV. How does parent feel about supporting materials? 1: 2: 3: 4: 5:

V. What was child's reaction to TV lesson? (Assume home visitor is present to observe child during lesson or can receive direct feedback from child.) 1: 2: 3: 4: 5:

VI. What was parent attitude toward mobile classroom (if applicable)? 1: 2: 3: 4: 5:

VII. What was child's reaction to mobile classroom (if applicable and as inferred from home visit)? 1: 2: 3: 4: 5:

VIII. Is level of TV lesson appropriate to child's level of cognitive functioning? 1: 2: 3: 4: 5:

IX. What was parent evaluation of TV lesson changes? 1: 2: 3: 4:

X. What was quality of TV reception?
1. Good sound and picture all week.
2. Sound or picture not working on certain days of week--trouble not in set.
   List days problems occurred _____.
3. Sound or picture not working on certain days of week--trouble appears to be in home set.
   List days problems occurred _____.
4. Sound or picture not working all week--trouble not in set.
5. Sound or picture not working all week--trouble appears in home set.

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